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ABSTRACT

This document is organized around five broad purposes of the Community Component of the TTT Project in Early Education with suggested activities for their attainment. The five purposes are as follows: a) developing understanding and empathy for the Spanish-speaking Spanish American and Mexican American; b) identifying the salient environmental factors impinging upon the young; c) understanding the past history and culture of those with Spanish-American and Mexican-American backgrounds, their present-day attitudes, beliefs, and aspirations, and their efforts to realize those aspirations; d) acquiring the tools of community analysis; and e) building with the community a more viable school curriculum. These five purposes are described in detail. Also, from these five purposes are drawn behavioral objectives with analysis of how they are achieved. The main thesis presented is that empathy and understanding, which lead to behavior change, are best acquired through first-hand contact with people one can know, work with overtime, and learn to care about; the second stem of the main thesis is that we are working with young children and that all young children share some needs in common. (JA)

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COMMUNITY COMPONENTS IN TEACHER EDUCATION

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This paper was prepared by Dr. Marie M. Hughes, Director of the TTT Early Childhood Training Project of the University of New Mexico (Grant Number HEW OEG-0-70-4412 (725) Project Number 001006. Dr. Hughes is the founder of the Hughes Model for Early Childhood Education and a veteran of many years in this field.

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PREFACE

This document has some of the characteristics of a manual, although not complete or detailed enough to serve as such. As a working paper, it presents a point of view, albeit incomplete; for example, the problems of bilingualism are not discussed. This paper is organized around five broad purposes with suggested activities for their attainment. It will become obvious that an activity that contributes to one purpose will also contribute to another purpose, as the purposes are interrelated. Life itself is lived within a complex matrix with multiple interrelationships. The Community Component of the Triple T Early Childhood Training Project is designed to acquire understanding of the matrix of events, people, jobs, government agencies, ambitions, and attitudes within which life is lived.

The first part is a narrative statement of the Program of the Community Component with the *point of view* which *governs* it.

The second part in outline form restates the objectives in behavioral terms with a summary of how they may be achieved.

The main thesis presented is that empathy and understanding which lead to *change in behavior* are best acquired through first-hand contact with people one can know and work with overtime and thus learn to care about them. The second stem of the main thesis is that we are working with *young* children and *all* young children share some needs in common. Considerable time and attention is given to the history and culture of the Spanish-American and Mexican-American, including their present efforts to gain personal and ethnic identity with improved economic and political status. The *most viable* Mexican-American organizations in the forefront of the activist movement will be studied through their writings, and, more importantly, through personal contact. The recent publication, *The Mexican-American People* by Grebler, Moore, and Guzman presents the results of a four-year study of the history (in the U.S.) and status of the Spanish-American and Mexican-American. It is unfortunate that much of the data comes from the 1960 Census when we have now entered the decade of the 70's; however, this carefully prepared study was five years in the writing, so later census data was not available.

The material suggested under the general topic of curriculum is only a beginning which will serve as a guide for this year. There is the expectation that this document will be greatly enlarged and revised next year.

As the pages describing the activities to be pursued are read, it should be understood that many of these activities, especially those listed under purposes 2, 3, and 4 will also take place in Colorado. The concept of the multiple-site carries with it the belief that another site and staff will augment and enlarge the opportunities for study and learning for the students. Dr. John Meier is Director of the Denver Component.

THE COMMUNITY COMPONENT

What is the Community Component of the TTT Project in Early Education with special reference to Spanish-surnamed children? What are its purposes? How can the purposes be attained?

1. A primary purpose is that of developing understanding and empathy for the Spanish-speaking Spanish-American and Mexican-American.
2. A second purpose is that of identifying the salient environmental factors impinging upon the young.

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3. A third purpose is that of a) understanding the past history and culture, as well as present day attitudes, beliefs and aspirations of those with Spanish-American, Mexican-American backgrounds; b) understanding the efforts underway to realize those aspirations.
4. A fourth purpose is that of acquiring the tools of community analysis. Such techniques as interviewing (oral and written); population distribution; housing; health services; education.
5. A fifth purpose is that of building with the community a more viable school curriculum.

1.

A Primary Purpose is that of Developing Understanding and Empathy of the Spanish-speaking Spanish-American and Mexican-American

The primary purpose of a community component is that of empathy with the Spanish-speaking Spanish- and Mexican-American. This means that one *feels* with the people with whom he is working. His understanding is so intimate that the feelings, thoughts, and motives of the other can be readily comprehended by him.[1] The emotional capacity needed to attain empathy is easily limited or distorted through the early experiences of an individual; however, acknowledging the difficulty, the development of empathy may be considered as a vital attribute of a teacher; particularly, a teacher of young children. A major principle of the Hughes program asks that the teacher *respond* to the child within the child's framework. Such requirement implies an understanding that approaches empathy.

It is posited that such understanding and empathy can best be gained through increased awareness of the life space of the children with whom one works. One teacher was very annoyed with the tardiness of three of her children, until she learned that the two homes involved had no clock. They were dependent upon a freight train whistle to tell them when to go to school. To gain needed understanding, the individual must live with the child—the people. The phrase "live with" need not be taken literally. It does mean, however, that one shares with and experiences with the people and child as much as possible without an invasion of privacy. It is psychologically erroneous to believe that one can truly know and feel like another. It is in the nature of the human condition that one can never *know* another completely. It follows, then, that the teacher must reach out to experience as much of the life of the children as possible. He can begin, for example, by riding the school bus route with the children. Time after time, in the author's supervisory and consultant experience, she has found groups of children coming to school from a geographic area that no school personnel had seen. The walks taken into the community with a small group of children enable the teacher to learn something of what in the environment is valued most by the children. It is also a time to meet and talk informally with many of the families in the community. A noon visit to the neighborhood grocery store is another place to meet people and to observe another phase of community life. What does the store offer its customers? How do they buy? How friendly does the proprietor appear? When one is in the store at noon and finds that buyers for that particular thirty minutes are mainly nine and ten year olds buying small amounts (3 slices) of lunch meat, and you know there are six children or more at home, you can imagine the luncheon table.

There are other parts of the neighborhood where people, particularly children, are often found. It many southwest towns and villages, the ditch bank is a thoroughfare on which one often meets people either on the "bank" or in their gardens adjoining it. Of course, parks, plazas, squares, vacant lots are oftentimes play areas for children. Church services, fiestas, and special occasions may be participated in quietly and unobtrusively.

The foregoing examples are to suggest that empathy and understanding are more readily attained through actual contact with, and sharing with, the people one knows. A teacher of children with genuine interest in children meets and visits with them on their home ground. Through them, the teacher meets the parents.

The most permanent and deepest understanding derives from the teacher sharing directly with the parent in the education of the child. This fact suggests the need for the mother to be *genuinely consulted* in regard to her child. It suggests that the mother spend some time in the classroom—preferably aiding in instruction. The point at which the parent and teacher meet most easily is in their mutual delight in the learning they observe in the child. They share the child's wonder at something seen on a trip, or in his joy of some new thing that he can now do. They share in planning the kind of environment that they believe will contribute most to his development. Together they can assess the success of their efforts by the reaction of the child.

2.

A Second Purpose Is That of Identifying the Salient Environmental Factors Impinging Upon the Young

The parent and teacher can share, in part, in the identification of salient environmental factors that impinge upon the child. This is the second purpose of the Community Component. One of the primary factors is that of the nature of communication or interaction of mother and child. As the teacher shares his analysis of his own interaction pattern (via typescript or video tape), a model of improved communication may emerge. The activity of analysis may emphasize more elaborate language construction or the extension of content or statements that serve to reinforce the child. Note: Typescripts can be taken into the home; whereas, observation of the teacher in the classroom and video tapes must be seen at school.

Other important factors are the playmates[2] of the children, the places they play, the extent to which they

[1] *The American Heritage Dictionary of the English Language*, Boston: Houghton Mifflin Co., 1969.

[2] *Maternal Insight into Children's Concerns*, Verlan J. Terry, Master's Thesis, 1962, University of Utah.

explore their own neighborhood and where and how they go out of their neighborhood into the larger world of town, city, and countryside.

Still other factors are the occupation of the father;[3] the nature of the family transportation; and the relationship with the larger family unit.

If the family is on welfare, their feelings toward their caseworker and the distance they may have to go for their checks becomes significant. The health care available to a family in terms of distance, cost, and need may be crucial.

3.

A Third Purpose Is That of a) Understanding the Past History and Culture, as well as Present Day Attitudes, Beliefs and Aspirations of Those with Spanish-American, Mexican-American Backgrounds; b) Understanding the Efforts Underway to Realize those Aspirations

A third purpose of the Community Component, a) understanding the history and culture of the group, can be acquired in large part through reading; however, *the way the group feels* about their history may be more important than the actual facts. For the teacher to obtain the b) understanding of the aspirations and activities of the group, he needs to know something of the various organizations and committees and their aims. He needs to know the point of view of the leaders of these groups, the extent of membership they serve, etc. Interviews with the local presidents and, when possible, attendance at their meetings will be helpful.

The Spanish-speaking people of New Mexico, as people everywhere, are exceedingly diverse. New Mexico has a large group of people who can trace their lineage directly to the Conquistadores. Others were early residents with landlord business holdings. From these come those that call themselves Spanish-American and Hispanos. A large number of Mexicans probably came into the state in the early twenties to work in the mines and on the railroad. Many of these remained in the state, were married, some became citizens of the United States, and now their children are either first generation or second generation Mexican-Americans. In recent years, the Mexican Nationals have come in as farm workers under special arrangements and some stay. There are always families from Mexico joining relatives already here.

Until 1951, all legislative sessions and other governmental functions of the state were carried on in Spanish and English. Documents were printed in Spanish and English. State election ballots continue to be printed in English and Spanish.

There are some major cultural differences between this ethnic group and the Anglo-American which should be understood by all; one is the difference in the Anglo-American and Spanish-American law regarding lands held in common. Such ownership was never recognized by the incoming Anglos. Another difference regards the attitudes toward people versus material things. The extended family exerts a meaningful influence in many families; oftentimes this affiliation prevents some members of the family from moving to better job opportunities. However, the extended family exerts influence to a lesser degree today than in former years.

One of the difficulties encountered in the attempt to understand the culture of another ethnic group is that of over-generalization. There are very few blanket statements that include all members of an ethnic group.

As one seeks to understand a group (ethnic, racial, or social) different from himself, he must remember the importance of the ideas and ideals held by the group. Redfield has written directly on this point.

> And in every community, primitive or civilized, what most importantly surrounds and influences the people are the traditions, sentiments, norms, and aspirations that make up the common mental life. The world in which plants and rabbits live is made up of more or less adaptive responses to the natural features immediately around the rabbits and the plants. The world of men is made up in the first place of ideas and ideals. If one studies the rise of urban communities out of more primitive communities, it is the change in the mental life, in norms and in aspirations, in personal character, too, that becomes the most significant aspect of the transformation.[4]

For all humans the most necessary ingredient in their mental state might be designated as *hope;* without hope one has no confidence in the future or present. He is indeed bereft! The Chicago psychiatrist, French,[5] has explicated the role of hope in therapeutic treatment, and more importantly, in the choice of plan to attain one's satisfaction in a *rational* manner. There are many groups in America without *hope.* For them violence represents little risk. They must find it possible to have hope and confidence in their efforts if constructive means are to be used to attain their appropriate satisfactions within the society. The society of America must dedicate itself to *equality* in the courts, in education, in the economic sphere, in its health services, in housing, and, in social acceptance.

The commitment to work for equality for all must be an outcome of the community unit of this TTT project.

4.

A Fourth Purpose is That of Acquiring the Tools of Community Analysis. Such Techniques as Interviewing (Oral and Written); Population Distribution; Housing; Health Services; Education

The fourth purpose of the Community Component, acquisition of tools and skills of community analysis, is learned through actual practice. Among the most useful are the skills of participant-observer and interviewer. Again, these skills can be acquired within the actual community in which the practicum school is located and then tested in

[3] *Environmental Stimulation and Intellectual Development of Mexican-American Children: An Exploratory Project,* Ronald W. Henderson, Cooperative Research Proj. No. 6-8068-2-12-1, University of Arizona, 1966.

[4] Redfield, Robert, *The Little Community: Viewpoints for the Study of a Human Whole,* Chicago, Ill., University of Chicago, 1955.

[5] French, Thomas, *The Integration of Behavior,* Vol. III, Chicago, Ill., University of Chicago Press, 1958, pp. 22-24.

the larger community. The data gathered with the use of these skills is more meaningful when it involves some of the people whom one knows. However, for comprehensive interpretation, one needs its relationship to the larger community. The larger community for many kinds of data means the state, region, and nation. Such data as family size, range of occupation, income, ADC mothers, welfare, educational status are illustrative of the data that should go beyond the community. Skill in the use of the U.S. Census data and the Commerce Yearbook are helpful. The U.S. Labor Department presents periodic reports that one might read. For expression of attitudes and points of view, the several newspapers of the Spanish-American and Mexican-American organizations are indispensable.

5.

A Fifth Purpose Is That of Building with the Community a More Viable School Curriculum

This fifth purpose of the Community Component of building a school program that is viable in a particular community is presently fraught with significance for the present generation of children who are entering school. It is believed that pressure for local control, with parent decision on curriculum given primary emphasis, is both an asset and a liability. The asset lies in the commonality of values and expectations of home and school, thus forming a supportive climate for the child as he enters school. He has support for his learning from his family.

Murphy[6] has pointed out that for each child, going to school means conflict and confrontation with differences. This is true because, there, for the first time, he finds other families with beliefs and ways of behaving that differ from that of his own family. It is relatively easy to believe that all families on ADC are alike or even that all families of the same ethnic group living in a particular *barrio* are alike, but this is not so. Common differences the child meets are those of cleanliness, food preferences, religious habits, and what privileges are allowed the child.

The child, of course, must make greater accommodations to the new environment of the school if he meets children who are members of other ethnic or racial groups. In addition, he has to learn to accept the authority and a new relationship with a strange adult who may or may not be of his own ethnic background. It is difficult to know precisely what these contacts may mean to the child. The child's world of today includes television so the child comes to school with wider knowledge and, perhaps, a wider range of anticipations; on the other hand, he is still a young child and this new environment of the school has an unknown and unpredictable emotional impact upon him.

Present day "turning inward" on the part of ethnic and racial groups has its liabilities, 1) children may be seen exclusively as members of a given ethnic group instead of *young* children who share *needs common* to all young children and whose genetic sequence of development is similar across cultures and race; 2) the purpose of the school may be viewed in too limited a manner.

The young children of the world grow and develop in ways very similar to one another. For example, all children acquire the grammar and syntax of their language by the time they reach the age of four to five.[7] Their use of pencil and paper in drawing the human figure follows very much the same sequence from continent to continent.[8] Recent studies in cognitive development as demonstrated by the use of Piagetian tasks give comparable results.[9] Other indices of growth such as time of walking and teething demonstrate similar trends. Another area of similarity among all ethnic and racial groups is that of play and fantasy. Play appears to serve the same *purpose* for children across cultures and national boundaries.

Curriculum planning for a specific group of children must not lose sight of the fact that the children are *young* and share certain needs with all children. It would be a pity if indoctrination on the basis of ethnicity or race prevented the child from gaining all that he might in each year of his life.

All schools need to change in ways that permit them to offer all children greater respect, more meaningful opportunities with a wider number of choices, and an increased number of situations in which they may learn a variety of skills and knowledge of what they can do; also, children's achievement may be measured with a larger number of indices than the printed word or number.

Another liability arises from viewing the school purpose in too limited a manner. It does carry the responsibility for introducing the child to a wider world. Talcott, Parsons, and Bales have identified the role of family in the development of the child; at the same time, they indicate that the child must become less dependent upon his family.

> A primary function and characteristic of the family is that it should be a social group in which in the earliest stages the child can "invest" *all* of his emotional resources, to which he can become overwhelmingly "committed" or on which he can become fully "dependent." But, at the same time, in the nature of the socialization process, this dependency must be temporary rather than permanent. Therefore, it is very important that the socializing agents should not themselves be *too* completely immersed in their family ties. It is a condition equally important with facilitating dependency that a family should, in due course, help in emancipating the child from his dependency on the family. *Hence the family must be a differentiated subsystem of a society, not itself a "little society" or anything too closely approaching it.* More specifically this means that the adult members must have roles other than their familial roles which occupy

[6] Lois Murphy, "Social Factors in Child Development," in *Reading in Psychology,* Ed. by Theodore Newcomb and Eugene Hartley (New York: Henry Holt & Co., 1947), p. 133.

[7] Slobin, D.I. (Ed), *A Field Manual for Cross-Cultural Study of Acquisition of Communicative Competence,* (Second draft), Berkeley, California, University of California, 1967.

[8] Lewis, Hilda P. (Ed), *Child Art: The Beginnings of Self-Affirmation,* Berkeley, California, Diablo Press, PO Box 7084, zip 94717, 1966.

[9] Bruner, Jerome, Oliver, Rose R., and Greenfield, Patricia M., et al, *Studies in Cognitive Growth,* John Wiley & Sons, Inc., New York-London-Sydney. An earlier collaboration of the Center for Cognitive Studies; Jerome S. Bruner, Jacqueline J. Goodnow, and George A. Austin, *A Study of Thinking,* Wiley, 1956. Copyright 1966.

strategically important places in their own personalities. In our own society the most important of these other roles, though by no means the only one, is the occupation role of the father.[10]

This willingness to live somewhat independently of one's immediate family may be considered an adaptive function in this technological society characterized as it is by change and mobility of jobs. Many of the trained Spanish-American and Mexican-American young people have given up opportunities for better jobs rather than make the physical move away from the extended family and, yet, it should be noted that children achieved more in school when their families participated in the larger society rather than being confined to visits to and social intercourse with their extended family only.[11]

What will make a curriculum viable in a Spanish-American, Mexican-American community? High on the list would be the acceptance of Spanish and the introduction of English with the initiative and option of speaking it under control of the child. At this point in time, it is difficult to know the benefits of first instruction in Spanish. There are now many communities with Spanish or Mexican heritage where the largest number of children come to school speaking and understanding English. In the practicum site used this year only two families, recently from Mexico, spoke little, if any, English. One thing can be said without qualification; that is, no child should be embarrassed because of his use of language, Spanish or English.

Just what specific cultural materials can be introduced to young children must be determined. The Practicum school has books in Spanish and English, with a new book written by the children of the mountain schools describing the yearly fiestas honoring respective patron saints of their villages. It is a charming book prepared and edited by Mrs. Laura Atkinson. Spanish and Mexican songs and dance records are available. Spanish or Mexican food is served regularly in the cafeteria. A Spanish-speaking teacher is an expert on *early Spanish* Colonial handwork which she shares with the children and teachers.

It must be noted that the "cultural" materials listed above are extremely limited in their effects. Much more important is the school's use of total resources of the community through its trips into the community. Most of these are walking trips taken to see something of interest. On these walks, people in the community are often the teachers; also, they frequently do follow-up work with the children at the school. Excursions by car or bus out of the community included trips to places where many fathers, uncles, and older brothers work, such as construction sites, the city vehicle maintenance yard, etc. Spanish- and Mexican-American high school and university students were popular visitors, as were doctors, lawyers, business and political leaders.

There is much work to be done in the field of curriculum, particularly in the field of history and the inclusion of the work of important Spanish- and Mexican-Americans, such as Chavez of California, and Gonzales of Denver, Colorado. The past glories of the Aztecs and other groups in Mexico, the story of Benito Juarez, and something of the art and literature need to be a part of every child's school learning.

It must not be forgotten that these are young children who gain much of their satisfaction in school from the use of blocks, housekeeping materials, tools and wood for construction, science activities, music, and art. They want to learn to read and write. They want to be successful and develop competence. They *must* be aided in the process of building a positive image of themselves.

[10] Parsons, Talcott and Bales, Robert F., *Family, Socialization and Interaction Process*, with the collaboration of James Olds, Phillip Slater and Morris Zeditch, Jr., Free Press, Glencoe, Ill., 1955.
[11] Henderson, *op. cit.*

OUTLINE OF BEHAVIORAL OBJECTIVES WITH ANALYSIS OF HOW THEY ARE ACHIEVED

Broad Purposes	Behavior Exhibited	How Achieved
1. A primary purpose is that of developing understanding and empathy for the Spanish-speaking Spanish-American and Mexican-American.	Unconditional acceptance of the child—his language, his dependence, his interests, etc. Arranging the school environment so the child will find something that gives him satisfaction and gratification, also that fosters growth. Individualized approach to each child. Response to the child *within his framework*. Reinforcement of the child's constructive behavior. Ability, when in interaction with the child, to elaborate and extend the experience, without adverse reaction of the child turning away complete withdrawal, or	Mastery of response to children within the framework of professional response developed by Hughes. Skill Practice in Micro-Teaching Situations. Familiarity with the home background of child, visits to homes, walking the neighborhood. Participant-observer in: plaza, park, grocery store, fiestas, bus serving community, clinics. Neighborhood orientation to Denver. Outreach Child Care Center. Spend some time with children at Outreach. Follow-up work with case worker at Denver.

destructiveness. Ability to label and mediate (describe) the child's activities as an integral part of the experience. *Not obtrusively.*

Visit Model Cities Child Care Centers in Albuquerque.

Acceptance of mothers with very young children and their friends under easy informal conditions when the staff plays with and admires the baby and infant.

Listen to mothers as they talk with one another about their young children. Do not argue with them.

Allow mothers to bring their friends to the play sessions.

Plan carefully for work with the young children.

Readings on Characteristics of *young children*

Murphy – *Widening World of Childhood*

Stone & Church – *Childhood–Adolescence*

Axline – *Dibs*

William (Ed) *Language and Poverty* Selected Essays

Om Wake – "The Child's Estate"

Mc. V. Hunt – *Intelligence & Experience*

Carter – *Mexican-Americans in School*

Hughes-Sanchez – *Learning a New Language* (Assoc. Childhood Education)

Broad Purposes

2. A second purpose is that of identifying the salient environmental factors impinging upon the young.

Behavior Exhibited

Accept and talk with parents, particularly mothers. Focus on the learning of the child.

Accept parents participation in the instructional aspect of classroom.

Use resource people from the community; e.g., a non-working grandfather who can help the boys with carpentry.

Listen to the children tell about their weekend adventures. A trip downtown for new shoes is a notable incident.

Note mother-child interaction pattern.

Accept child's desire to be with friends and/or brothers and sisters.

How Achieved

Practice in role playing–take the role of mother.

A panel of mothers who describe some of the things they want for their children.

A panel of mothers who tell some of the things at school that make it difficult for them to visit.

Identify the religious activities of the children and family.

Identify the educational and occupational models available to children.

Preparation and use of an interview schedule *that is not an invasion of privacy* to identify more accurately the role of the extended family, the aspirations for the children and what is being done to attain these aspirations.

Through actual use of public conveyance, take the trip to the clinic, to the Welfare Office, to the most used clothing store.

Examine the community of the school ecologically using the framework of–

Barker & Wright – *Midwest & Its Children*

Wright – *Recording & Analyzing – Child Behavior*

Scoggin – *Children Learning:* Samples of Everyday Life of Children at Home

Board Purposes	Behavior Exhibited	How Achieved
3. A third purpose is that of a) understanding the past history and culture, as well as present day attitudes, beliefs, and aspirations of those with Spanish-American, Mexican-American backgrounds; b) understanding the efforts underway to realize those aspirations.	Work seriously and openly with the Community Committee. Become conversant with the *past* history of the Southwest Region. Identify for purposes of understanding and teaching the simultaneous activities in Mexico and the Southwest with the better known history being made on the east coast. Become well-versed in the history of the specific region in which one is working. Become aware of and keep conversant with current desires and efforts of the Spanish speaking community. Be able to *listen* and *talk* with the Spanish-Americans, Mexican-Americans of different ages and group affiliations.	A viable and active community Committee that actually participates in the formulation and execution of the Project Program. Two excellent and interesting bibliographies may be found in– Carey McWilliams – *North From Mexico* Stan Steiner – *La Raza* These two books are a must for all; others include– George Sanchez – *The Forgotten People* Robert Bunker and John Adair – *The First Look at Strangers* For a presentation of comprehensive data and information on Spanish-speaking Mexican American groups, see– Grebler, Moore and Guzman – *The Mexican-American People* Visit the mountain villages in Bernalillo County to talk with some of the older residents who remember how they were 20 to 30 years ago. Read local papers, at least two of the Chicano papers and reports of the President's Committee on Spanish-speaking affairs. Interview and use as lecturers the presidents and other prominent members of the several organizations that are most active; for example, League of Latin American Citizens, Alianza, La Raza, Brown Berets. Arrange to listen and talk with high school and university students. Visit as participant-observer some of the places young people gather; e.g., University Student Union Bldg., Y.M.C.A., selected Coffee Houses.

Board Purposes	Behavior Exhibited	How Achieved
4. A fourth purpose is that of acquiring the tools of community analysis. Such techniques as interviewing (oral and written); population distribution; housing; health services; education.	Listen and observe–interview without invading privacy or being intrusive in ways untenable among friends and equals. Become a participant-observer. Examine the community's power relations. Social status and differentiation. Changes in progress and projected under Urban Renewal. Learn to *read* the landscape. Construct test structured schedules for mailing or interviews. Utilize force field analysis with teachers or others on an appropriate problem.	Through practice in simulated situations. Listening to groups of Spanish-Americans and Mexican-Americans who feel free to discuss some of their areas of sensitivity in relation to the Anglo culture and attitudes. Read: Gardner Murphy – THE MINDS OF MEN. Make one day's round of visits with a public health nurse. Visit the Juvenile Court hearings. Spend a couple of nights in the receiving Ward of Bernalillo County Hospital.

	Be conversant with the use and meaning of system analysis. Make written reports on selected aspects of life in an urban setting, making distinctions between *fact* and *opinion.*	Visit the Small Claims Court. Determine what legal assistance is available to poor people. Read: Redfield – *The Little Community* Hart – *The Humane Community* Lewis – *Children of Sanchez* Hollingshed – *Elmtown's Youth* West – *Plainville, U.S.A.* Selected essays from – Lazarsfeld and Rosenberg (Ed) – *The Language of Social Research* Bennis, Benne, Chin – *The Planning of Change* Lecture, readings, and guided practice with force field analysis. Consultants from the Southwestern Cooperative Educational Laboratory and the Business College of the University of New Mexico.

Broad Purposes	Behavior Exhibited	How Achieved
5. A fifth purpose is that of building with the community a more viable school curriculum.	Work with others, especially the Community Committee to locate and build suitable curriculum materials. Formulate a more positive and explicit policy for instruction in Spanish. Work with the Community Committee and the parents at large to *adopt* and make explicit a policy of instruction in Spanish. As the story of the founding of Anglo America is taught, *always* teach what is occurring concurrently in Mexico and the Southwest. Prepare materials for this purpose. Act on some of the recommendations made in the hearings of various government committees and subsequent conferences. Use poster and pictures in the halls to reflect the bicultural heritage of the majority of pupils (80+%). Add books in Spanish to the library that are appropriate for children. Continue use of Spanish songs and dances. Use some folk tales of Mexican origin.	Use as consultants the people of Spanish-speaking and Mexican-American background who are in the "Cultural-Awareness Institute" and the "Bilingual Programs" of the University of New Mexico. Consult local historians and writers; e.g. Gilberto Espinoza William Keleher, Sr. Read and discuss the proceedings and testimony before committees of the government. The Mexican-American, A New Focus on Opportunity (Inner-agency Committee on Mexican-American Affairs, 1967.) Special Sub-Committee on Bilingual Education-U.S. Senate, 1967. Present the daily cafeteria menu in English and Spanish. Place in conspicuous place newspaper accounts of achievement by Mexican-Americans.